



District School Turnaround

Catherine Barbour Managing Turnaround Consultant
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Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

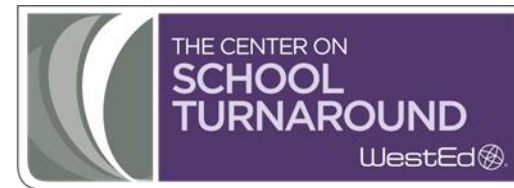


Mission of the Center on Great Teachers and Leaders



The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Partner Organizations



Using Turnaround Leader Competencies

Professional Learning Module

Using Turnaround Leader Competencies for Recruitment, Selection, and Development of Turnaround Leaders

Part 1: Understanding Turnaround Leader Competencies

Part 2: Recruiting and Selecting Turnaround Leaders

Part 3: Developing and Supporting Turnaround Leaders

Note: Each training session is designed to be delivered in 90-120 minutes

<http://www.gtlcenter.org/technical-assistance/professional-learning-modules/recruit-select-and-support-turnaround-leader-competencies>

Anatomy of a PLM: Slide Deck

Recruit, Select, and Support: Turnaround Leader Competencies

Part 2: Recruiting and Selecting Turnaround Leaders

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Partnership for
Leaders in Education
Greater School of Business
University of Virginia



Interview Role Play

- Form triads:
 - Candidate
 - Interviewer
 - Note taker
- Interview question: What is the most important thing a school leader can do to increase student achievement?



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Anatomy of a PLM: Facilitator's Guide

Step-by-step guidance

Presentation notes

Section 2—Leading Turnaround (20 minutes)

Purpose: This activity is designed to help participants begin to think about the unique challenge of leading in a turnaround school. We will use this initial exercise as a way to connect with the challenges and opportunities that turnaround leaders face.

Explain: “Let’s begin with a discussion about leading turnaround in schools.”

Leading Turnaround

Slide 8

Explain: “Studies on turnarounds indicate: 1) that there are specific competencies that are necessary to be successful in leading turnaround efforts, 2) that these competencies can be used to attract and select leaders for turnaround schools, and 3) that these competencies can be developed and refined over time.

The enclosed Turnaround Leader Competencies handout includes a list of competencies that are identified by both Public Impact and UVA Darden/Curry Partnership for Leaders in Education.

Research is underway, by UVA, Public Impact and others, to validate and refine the turnaround leader competencies and actions associated with successful school turnaround efforts.

Turnaround Leader Competencies



Slide 9

Anatomy of a PLM: Handouts

Adaptable Activities

Analysis and
self-assessment

Readings

Turnaround Principal Job Description Analysis

Why would a turnaround leader want this job?

Which of these turnaround leader competencies are illustrated in this job description?

Competency	Evidence
Achievement / Focus on Sustainable Results <ul style="list-style-type: none">The drive and actions to set challenging goals and reach a high standard of performance despite barriers.Taking responsibility to improve outcomes and implement initiatives to accomplish sustainable results.	
Impact and Influence <ul style="list-style-type: none">Acting with purpose of affecting the perceptions, thinking, and actions of others.	
Team Leadership / Engaging the Team <ul style="list-style-type: none">Assuming authoritative leadership of a group for the benefit of the organization.Working with a group to leverage their input, develop actionable goals, and implement change in a school.	
Conceptual Thinking <ul style="list-style-type: none">The ability to see patterns and links among seemingly unrelated things.	
Analytical Thinking <ul style="list-style-type: none">The ability to break things down in a logical way and to recognize cause and effect.	

Feature

The Big U-Turn

In the 1990s Continental Airlines was struggling, even more than its troubled U.S. airline peers. As the company's then-president Greg Buesenman explained in a 1998 article in the *Harvard Business Review* (HBR), "Continental ranked tenth out of the ten largest U.S. airlines in all key customer service areas as measured by the Department of Transportation: on-time arrivals, baggage handling, customer complaints, and involuntary denied boardings." The airline had already been in bankruptcy twice, and was headed for a third round as its cash dried up. In 1994, Gordon Berube took the helm, with Buesenman becoming president and chief operating officer. They steered off bankruptcy by negotiating with their creditors. And they launched an organizational turnaround that proved remarkably successful, catapulting Continental from worst to best among big U.S. carriers.

By 1995, Continental was moving up on the Department of Transportation's (DOT's) performance measures (see Figure 1). Its stock price was soaring. And the turnaround stuck. The latest rankings by *Consumer Reports* place Continental first among the seven big U.S. airlines. Zapp's 2007 survey of frequent flyers found overall ratings for the big airlines were low and declining, with the "notable exception" of Continental. Continental was the only big airline, and one of only five overall, to be a Zagat Top Spot.

The mid-'90s were also a time for change in New York's police department (NYPD). As V. Chan Kim and Renee Mauborgne describe in their 2000 HBR case study, "I had more over jurisdiction and funding were rife. Officers were underpaid relative to their counterparts in neighboring communities.... Crime had gotten so far out of hand that the press referred to the Big Apple as the Bottom Apple." In response, then mayor Rudolph Giuliani hired William Bratton to lead the NYPD, fresh from a

How to bring schools from the brink of doom to stellar success

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Outcomes

- Understand how districts support turnaround
- Understand turnaround leader competencies
- Understand the district's role in recruiting and selecting turnaround leaders



District Support for Turnaround

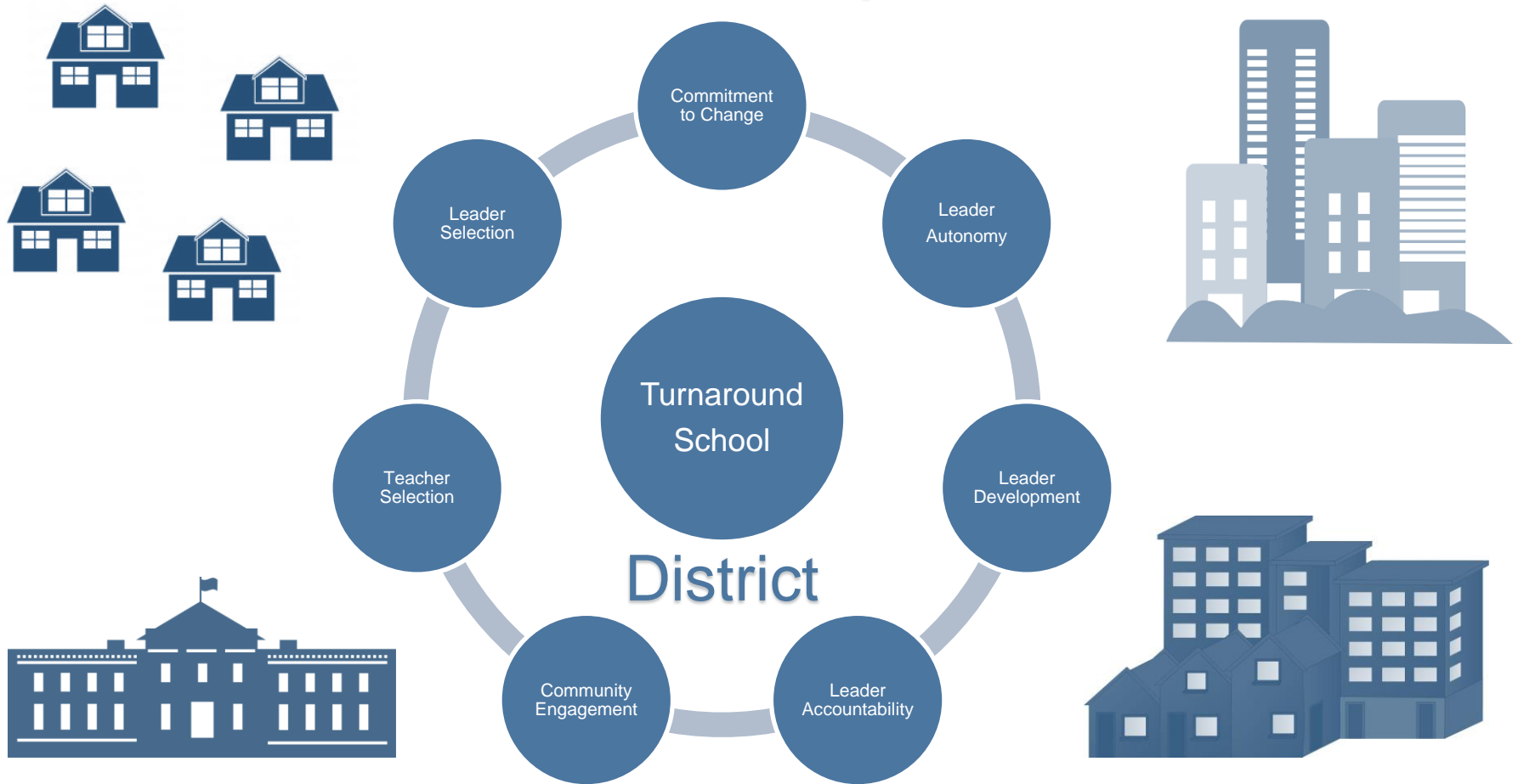
“Every system is perfectly designed to get the results it gets.”



—Quotation from Paul Batalden, M.D.

School Turnaround Context

Community



How Districts Support Turnaround

1. Commit to success.
2. Choose turnarounds for the right schools.
3. Develop a pipeline of turnaround leaders.
4. Give leaders the “Big Yes” (autonomy).
5. Hold leaders accountable for results, and support them to meet expectations.
6. Prioritize teacher hiring in turnaround schools.
7. Proactively engage the community.

Turnaround Leader Competencies

School Leadership Matters

Research indicates the following:

- Leaders effect dramatic change; there are no documented cases of school turnaround without a strong leader.
- Leaders affect teaching, either directly through feedback on instruction or indirectly by attracting and retaining effective teachers.
- Leaders affect student achievement; leadership is second only to classroom instruction among all school-related factors that contribute to student achievement.

(Leithwood, Louis, Anderson, & Wahlstrom, 2004)

Competencies

- Competencies are underlying motives and habits—or patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role.
- Competencies lead to actions that lead to outcomes.
- Competencies explain some of the differences in performance levels of leaders.
- Behavior event interviews that probe for information about past events can be used to measure competencies that predict future job performance.

(Steiner & Hassel, 2011)

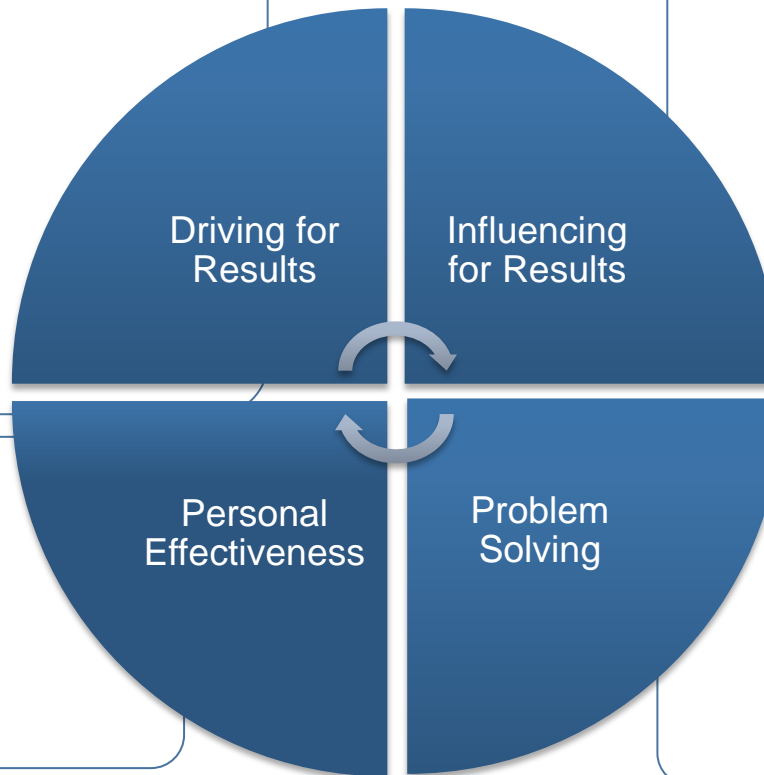
Competencies

“Competency research suggests that outstanding performance in complex jobs—ones in which most candidates have a similar educational history and significant autonomy over daily work tasks—is driven more by underlying competencies than by readily observed skills and knowledge.”

(Steiner & Hassel, 2011, p. 5)

Turnaround Leader Competencies

- Achievement / Focus on Results
- Monitoring & Directiveness / Holding People Accountable
- Initiative & Persistence
- Planning Ahead



- Impact and Influence
- Team Leadership / Engaging the Team
- Developing Others

- Self-Confidence / Commitment to Student Achievement
- Belief in Learning Potential

- Analytical Thinking
- Conceptual Thinking



District Role in Recruiting and Selecting Turnaround Leaders

Obstacles to Hiring Turnaround Leaders

- A shortage of high-quality principal candidates
 - More demanding
 - Limited authority and autonomy
 - Less pay
- Not selecting the best candidates from the limited pool
 - Limited investments in recruiting and selecting candidates
 - Overreliance on internal candidates
 - Lack of rigor in selection criteria and processes
- Administrative inefficiencies resulting in a loss of applicants
 - Prolonged interview and hiring process and delays
 - Lack of clear vision and support for leaders

Talent Management



FIGURE 1: Observable characteristics versus underlying competencies (Adapted from "The Iceberg Model" in Spencer & Spencer, *Competence at Work*, p. 11.)

Behavioral Event Interviews

Why is a behavioral event interview (BEI) better than a traditional interview?

- Competencies are key predictors of how someone will perform at work.
- Two leaders with the same training and number of years of experience may have very different performance outcomes.
- BEIs ask candidates to describe detailed actions and thinking in past work events.
- Knowing actions that candidates have taken in the past is a strong predictor of actions they will take in the future.

Activity: Principal Hiring Scorecard

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Principal Hiring Scorecard

A high-quality principal hiring process has far-ranging impacts on the leadership and student learning in a given school. The principal hiring should be fair, rigorous, and data-driven, and its results should inform new principal induction and mentoring processes.

The first step in developing a strong principal hiring process is to identify the strengths and areas of growth for your district's current principal hiring process. What elements of the process does your district currently do well? What aspects can your district improve upon? To find out, take the following survey.

Survey

Instructions: For each question, please circle the response that best describes the principal hiring process in your district. There are no right or wrong answers.

When you have finished, use the scoring guide at the end of the survey to assess the quality of your district's principal hiring process.

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Partner Organizations

For more information on the Partner Organizations:

Center on Great Teachers and Leaders

<http://www.gtlcenter.org/>

Center on School Turnaround

<http://centeronschoolturnaround.org/>

Public Impact

<http://publicimpact.com/>

Darden/Curry Partnership for Leaders in Education

<http://www.darden.virginia.edu/darden-curry-ple/>

Catherine Barbour
Managing Turnaround Consultant
Cbarbour@air.org
C: 202-330-3404



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